

Music	3 & 4 year olds will be learning to:	Children in reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. 	
Communication, Language and Literacy	<ul style="list-style-type: none"> • Sing a large repertoire of songs. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	

Year Group / extracurricular opportunities	Key Vocabulary	Term	Skills and NC coverage	Songs / Composer of study / Genre / History of music <i>-“listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians” -“appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians” -“develop an understanding of the history of music.”</i>	Performance
Year 1	music, instrument, percussion, sing, high, low, fast, slow, loud, quiet, duration, short, long, Wagner	Autumn	Sounds all around <i>“listen with concentration and understanding to a range of high-quality live and recorded music”</i> Exploring Duration - <i>“experiment with, create, select and combine sounds using the inter-related dimensions of music.”</i>		
		Spring	Beats and Rhythms – <i>“experiment with, create, select and combine sounds using the inter-related dimensions of music.”</i> <i>“use their voices expressively and creatively by singing songs and speaking chants and rhymes”</i>	Bransle de chevaux / Okki-tokki-unga	Spring production <i>“use their voices expressively and creatively by singing songs and speaking chants and rhymes”</i>
		Summer	Asia Day Monsoon Composition <i>“experiment with, create, select and combine sounds using the inter-related dimensions of music.”</i> April Showers – <i>“experiment with, create, select and combine sounds using the inter-related dimensions of music.”</i> <i>“use their voices expressively and creatively by singing songs and speaking chants and rhymes”</i>		
Year 2	sound picture, compose, pulse, rhythm, beat,	Autumn	Exploring Duration – <i>“play tuned and untuned instruments musically.”</i> <i>“listen with concentration and understanding to a range of high-quality live and recorded music”</i>		Class Assemblies

Choir	chant, pitch, round, composer, Rossini		Feel the Pulse - <i>“play tuned and untuned instruments musically.”</i> <i>“listen with concentration and understanding to a range of high-quality live and recorded music”</i>		<i>“use their voices expressively and creatively by singing songs and speaking chants and rhymes” -</i>
		Spring	Train composition – <i>“use their voices expressively and creatively by singing songs and speaking chants and rhymes”</i> <i>“experiment with, create, select and combine sounds using the inter-related dimensions of music.”</i>	William Tell’s Overture (Train Overload) – Gioachino Rossini	
		Summer	Exploring Duration, Pulse and Rhythm – <i>“play tuned and untuned instruments musically.”</i> <i>“listen with concentration and understanding to a range of high-quality live and recorded music”</i> Hairy, Scary Castle – Music Week - <i>“listen with concentration and understanding to a range of high-quality live and recorded music”</i>	Performers around school – Parents/ Teachers / Pupils	
Year 3 Choir Recorders <i>“have the opportunity to learn a musical instrument”</i>	ukulele, chord, strum, major, minor, fingering, tuned, untuned, graphic score, solo, ensemble, rest, layers	Autumn	Victorian Workhouse Composition – <i>“improvise and compose music for a range of purposes using the inter-related dimensions of music”</i> Ukulele strumming patterns and rhythm. Learning C, F, Am, G7 chords <i>“play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression”</i> <i>“listen with attention to detail and recall sounds with increasing aural memory”</i>	Children listen to and appreciate a variety of music of the Victorian period.	
		Spring	Ukulele, learning songs using the C, F, Am, G7 chords – <i>“play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression”</i> <i>“listen with attention to detail and recall sounds with increasing aural memory”</i> Exploring Beat and Composition – Egyptian Gods <i>“play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression”</i> <i>“improvise and compose music for a range of purposes using the inter-related dimensions of music”</i>	Joseph, the Musical	Joseph and Moses <i>“listen with attention to detail and recall sounds with increasing aural memory”</i>
		Summer	Ukulele, performing songs using the C, F, Am, G7, G, D chords – <i>“play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression”</i> <i>“listen with attention to detail and recall sounds with increasing aural memory”</i>	Coldplay – ‘Viva La Vida’ ‘Hallelujah’	Ukulele Concert <i>“play and perform in</i>

			Exploring Beat and Composition – Butterfly Composition <i>“improvise and compose music for a range of purposes using the inter-related dimensions of music”</i> <i>“play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression”</i>		<i>solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression”</i>
Year 4 Choir, Ukulele, Opportunity to learn violin, 'Cello, flute or clarinet.	pitch, duration, timbre, harmony, texture, dynamics, structure, pulse, melody, tempo Recorder	Autumn	Sounds of the sea composition – <i>– “improvise and compose music for a range of purposes using the inter-related dimensions of music”</i>	A range of traditional songs and sea shanties.	Song’s from the Seaside <i>“listen with attention to detail and recall sounds with increasing aural memory”</i>
		Spring	BBC Time and Tune – Romans <ul style="list-style-type: none"> - <i>“listen with attention to detail and recall sounds with increasing aural memory.”</i> - <i>“appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.”</i> - <i>“develop an understanding of the history of music.”</i> BBC Time and Tune – Viking and Anglo-Saxons <ul style="list-style-type: none"> - <i>“listen with attention to detail and recall sounds with increasing aural memory.”</i> - <i>“appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.”</i> - <i>“develop an understanding of the history of music.”</i> 	Invaders and Settlers music-Time and Tune Romans, Time and Tune Vikings	
		Summer	Sounds of the rainforest composition – <i>– “improvise and compose music for a range of purposes using the inter-related dimensions of music”</i> Recorders - <i>“use and understand staff and other musical notations.”</i>	Calypso – music of the carnival. <i>The Girl from Ipanema by Joao Gilberto and Wavin’ Flag by K’Naan</i>	
Year 5 Choir,	Glenn Miller, Bedrich Smetana, musical staff (US), musical stave (UK),	Autumn	Music of WW2 <i>“appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians”</i> <i>“develop an understanding of the history of music”</i>	Glenn Miller – Big Band instruments George Formby – ukulele	Christmas Production <i>“listen with attention to</i>

Recorders, Opportunity to learn violin, 'Cello, flute or clarinet. Steel pans. Orchestra	score, treble clef, crotchet, quaver, minim, semi-breve			Andrews Sisters – Boogie Woogie Bugle Boy The Ink Spots Windsor Davies - Whispering Grass	<i>detail and recall sounds with increasing aural memory</i>
		Spring	Singing River Songs <i>- "listen with attention to detail and recall sounds with increasing aural memory"</i> The River Moldau Composition <i>-- "improvise and compose music for a range of purposes using the inter-related dimensions of music"</i> Songs of the Stone Age <i>- "appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians"</i>	Bedrich Smetana – The Moldau	
		Summer	The History of Music / Music drawn from different traditions – <i>- "improvise and compose music for a range of purposes using the inter-related dimensions of music"</i> <i>"appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians"</i>	It Must Be Love – Labi Siffre/Madness Valerie- The Zutons/Amy Winehouse A Message To You Rudy-Dandy Livingstone/The Specials	Steel Pans <i>"listen with attention to detail and recall sounds"</i> <i>"develop an understanding of the history of music"</i> <i>"play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression"</i>
Year 6 Choir, Opportunity to learn violin, 'Cello, flute or clarinet. Orchestra	crescendo, diminuendo, piano (soft), forte (loud), Modest Mussorgsky, Accelerando, rallentando, largo (slow) adagio (slowly), allegro (fast/cheerful), presto (quick)	Autumn	A study of John Blanke – "develop an understanding of the history of music" Singing Mountain Songs - <i>"listen with attention to detail and recall sounds with increasing aural memory"</i>	John Blanke – The Black Tudor Trumpeter.	
		Spring	Compare and Analyse music from other countries and cultures (Islam) <i>"develop an understanding of the history of music"</i> <i>"listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians"</i> Understand how to create music using Garageband (iPad app).	Modest Mussorgsky – Pictures At An Exhibition Journey – Don't Stop Believing.	

			<p><i>"improvise and compose music for a range of purposes using the inter-related dimensions of music"</i></p> <p><i>"have the opportunity to learn a musical instrument"</i></p>		
		Summer	<p>Barbara Hepworth Sculpture Composition (DT)</p> <p>- <i>"improvise and compose music for a range of purposes using the inter-related dimensions of music"</i></p>	A variety of popular music from the 1950s onwards.	<p>End of Year Production</p> <p><i>"listen with attention to detail and recall sounds with increasing aural memory"</i></p>